

A. L. A. PROJECTS

The Committee on Library Extension of the American Library Association at its meeting December 30 decided that its first task is to determine how many people are without library service, and where they are. Statistics of the number and location of tax-supported and privately-supported libraries, of county libraries, the total tax support, circulation, number of volumes, are to be collected. Canada is to be included and the territories and outlying possessions of the United States, as well as the States.

The second part of its work is to study the application to library extension of the various methods which have been used for development in other fields, such as demonstrations, surveys, field agents. A constructive report is then to be prepared, embodying the facts upon which the conclusions were based, as well as the conclusions, and including a program for action. Actual promotion work, it was decided, must be deferred until the preliminary study is completed.

ABOVE CONQUERORS

No conqueror can make the multitude different from what it is; no statesman can carry the world affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.—H. G. WELLS.

Per capita expenditures in the 248 American cities having a population of more than 30,000 shows some surprising comparisons. In 1903 schools cost \$3.86 per capita, libraries 19 cents per capita; in 1923 these two municipal activities had advanced to \$12.87 and 43 cents, respectively.

BOOKS

A SCIENCE BOOK FOR THE GRADES

EVERYDAY SCIENCE PROJECTS. By Edith Lillian Smith. New York: Houghton Mifflin Co. 1925. Pp. 342. 96 cents.

It is here! What? A science text which may be used for the middle grades. Teachers who have, up to this time, attempted or endeavored to teach science without a text in the fifth, sixth, and seventh grades will find *Everyday Science Projects* a big help. The book contains a wealth of material from which various types and projects may be selected to be studied and worked out for each individual grade.

With the text as a tangible guide, the possibility of a correlated science course for the grammar grades is hopeful. There are quite a few teacher's helps, namely:

1. An appropriate reference list at the end of each chapter.
2. A scheme for scoring projects which have been successfully completed by the individual pupil or by the group.
3. A division of the content by seasons, as fall, winter, etc.

The mechanical appearance of the book is attractive and doubtless will add to the interest of the pupils. Unquestionably, *Everyday Science Projects* will be an asset to the library of the grammar school, even if no definite course in science is offered.

DOROTHY S. GARBER

A TRUSTWORTHY GUIDE

AMERICAN LITERATURE. By John Calvin Metcalf. Richmond: Johnson Publishing Company. 1925. Pp. 562.

More than a decade ago Metcalf's *American Literature* took its place with the best books on the subject. Many adoptions and continuous use attest its merit. But notable advances of our life and literature since 1914, when the work first appeared, have made a new and enlarged edition extremely desirable. The same clear, logical, and convincing method and high literary qualities of the old give dignity, grace, and

charm to the new. For the new book, parts of the material of the old have been rearranged, some insertions made, new illustrations given, and a chapter of twenty-seven pages added. Our present-day poetry, novel, drama, and short story have been briefly but crisply analyzed and appraised. Students of American literature will find this history a charming and trustworthy guide. Indeed, the volume is itself a distinct contribution to our literature.

C. H. H.

WRITING DRAWN FROM EXPERIENCE

GOOD ENGLISH IN SPEAKING AND WRITING; Fourth, Fifth, and Sixth Grade Books. By Nell J. Young and Frederick W. Memmott. New York: D. Appleton and Company. 1925. Pp. 262; 308; 292.

No surer testimony to the value of this series can be offered than the statement that their reviewer has been too busy using them to write the review. By talking about them in her classes, she has passed on her own enthusiasm to many teachers in the training school, even before this review appears in print.

The series at present includes volumes for the fourth, fifth, and sixth grades only, but when completed there will also be books for the seventh and eighth grades.

The general aim of the books is to bring out the pupil's individuality and to develop his personal power of expression. Stress is laid upon composition, both oral and written, based upon experience first and then upon pictures for invention or creative imagination and upon stories for reproduction and dramatization. The grammar that is given is that which is of practical use. The material, the poems, pictures, and stories are well chosen to accomplish the aim. The entire make-up of the books is attractive.

Methods in Elementary English belongs to this series. It serves as an introduction to the other books and also as a manual to accompany them. It presents a definite program of instruction for the first three

grades with illustrations, materials, devices, and games.

M. V. H.

TO STIMULATE THE LIBRARY HABIT

THE CHILD-LIBRARY READERS. By William H. Elson and others. Chicago: Scott, Foresman and Company.

Primer, by William H. Elson and Lura E. Runkel. 1923. Pp. 144. 56 cents.

Book One, by William H. Elson and Lura E. Runkel. 1924. Pp. 175.

Book Three, by William H. Elson and Edna R. Kelly. 1924. Pp. 320.

Book Four, by William H. Elson and Edna R. Kelly. 1924. Pp. 352. 80 cents.

Book Five, by William H. Elson and Mary H. Burris. 1923. Pp. 406. 84 cents.

Book Six, by William H. Elson and Mary H. Burris. 1923. Pp. 440. 84 cents.

Book Seven, by William H. Elson and Mary H. Burris. 1924. Pp. 512. 96 cents.

The material in this series of extension or supplementary readers is particularly well chosen. There is very little duplication of other readers and there is ample factual and informational material.

The readers are forward-looking in their method. The Primer and Book One contain unique review exercises in the form of stories which do not introduce new words. There is a clear differentiation between reading for pleasure and reading for information, carried out in choice of material as well as in the study guides. Constant suggestion for further related readings are interwoven with the study helps so that the alert teacher can use the books to stimulate the library habit.

K. M. A.

THAT BOOKS MAY BE CHEWED AND DIGESTED

THE TYPES OF LITERATURE, Including Appropriate Blanks for Notes. By Charles Herbert Huffman. Privately published by the author, Harrisonburg, Va. 1926. Pp. 56.

PARALLEL READING REPORTS, and Reading Lists by Grades. Arranged by Evelina O. Wiggins. Lynchburg, Va.: J. P. Bell Co., Inc. 1925. Pp. 48.

Teachers of literature generally find it helpful to require of their classes some permanent record of their readings and the impressions received as they read. Advantages of the bound form over the looseleaf sheaf

of notes are obvious. Hence the steady demand for a blank book in which students may keep a sort of diary of their reading experiences.

These two booklets are quite similar in their general purpose. Dr. Huffman's provides 22 blanks for use in classes where literature is approached from the point of view of type; Miss Wiggins's is prepared for the high school pupil and provides for 12 long reports on parallel readings and 64 short reports.

Both contain useful lists. The latter includes the high school parallel reading lists in use in the E. C. Glass High School, Lynchburg.

C. T. L.

MORE PRONUNCIATION IN FRENCH

ESSENTIALS OF FRENCH. By James P. Baird. Garden City, N. Y.: Doubleday, Page and Company. 1925. Pp. 362. \$1.50.

Simplicity, thoroughness, and careful grading characterize the lessons in Professor Bird's new French grammar. The study of pronunciation is carried on in easy stages through fifteen lessons instead of being compressed into an ordinary chapter, as is sometimes the case. The method of instruction is informal. The book contains a number of interesting dialogues for memory work in order to fix certain idioms or verb forms. The reading lessons are permeated with an atmosphere that is thoroughly French.

A. P. T.

NOVELTY OUT OF THE MIDDLE AGES

MEDIAEVAL LATIN. Selected and edited by Karl Pomeroy Harrington. New York: Allyn and Bacon. 1925. Pp. 698. \$2.80.

For instructors looking for diversion from the routine of Cæsar, Virgil, Horace, Catullus, and the other Latin authors that are read in secondary schools and colleges, this book of Mediæval Latin will furnish varied and interesting material. The selections represent history, anecdote, argument, the epistle, the drama, the essay, the dialogue, the novel, and epic, lyric, pastoral,

didactic, and satiric verse. The passages that are simple in construction and vocabulary can be used for sight reading.

One interesting feature of the book is the numerous illustrations of mediæval churches where Latin flourished for a thousand years or more.

L. B.

OTHER BOOKS OF INTEREST TO TEACHERS

SEEING AMERICA. BOOK ONE: FARM AND FIELD. By Walter B. Pitkin and Harold F. Hughes. New York: The Macmillan Company. Pp. 312.

Two live American boys tell of their travels over the United States. They investigate boy-fashion all the industries that are typical of each section of the country. The authors have succeeded in getting a lot of "real boy" into the book.

HEIDI. By Johanna Spyri. Translated by Philip Schuyler Allen. Chicago: Rand McNally Company. 1925. Pp. 404. \$1.00.

A delightful edition of this world-famous story, well illustrated. A vocabulary within the Thorndike word list for the fifth and sixth grades insures its fitness for use there as a silent reader.

THINKERS AND DOERS. By Floyd L. Darrow. New York: Silver Burdett & Co. 1925. Pp. 378.

As a supplementary reader for a science course, *Thinkers and Doers* will be of untold value. Written in a clear, simple manner, the contents of this publication consist of stories of science and invention from the earliest times to the present day. The material is woven about the lives of those who stand out as great scientists and inventors. This delightfully humanistic little volume should be of interest to the advanced student as well as to the pupils of the grammar grades.

AMERICAN SHORT STORIES. Edited by James F. Royster. Chicago: Scott, Foresman and Company. 1925. Pp. 242.

These stories offer an excellent sampling of contemporary America's most popular literary form. Wilbur Daniel Steele is represented by two stories, these others by one each: Grace S. Mason, Leonard H. Robbins, Ben Ames Williams, Booth Tarkington, Frederick Orin Bartlett, Frederick R. Buckley, Anzia Yezierska, Irvin S. Cobb, Achmed Abdullah, Octavus Roy Cohen, Katherine Fullerton Gerould, Charles Caldwell Dobie. The editor's notes and questions following each story are designed to send students to further reading and to involve them in real analysis of the stories.

ENGLISH FOR EVERYBODY. By G. M. Miller. Boston: Published by the author, Room 10, 1341 Beacon St. 1924. Pp. 186. \$2.00.

A queer pot-pourri of rules, exercises, language stunts in verse and prose, catch questions about pronunciation, spelling, lists of "world's best books," etc., etc. Perhaps this volume's greatest appeal will be to the stenographer who wishes to get on in the world in spite of deficiencies in her earlier training. The author has prepared it for

adults who "have forgotten" or who "never knew."

BURTON HOLMES TRAVEL STORIES. Edited by William H. Wheeler and Burton Holmes. "Egypt and the Suez Canal," by Susan Wilbur. Pp. 404. \$1.28. "Japan, Korea, and Formosa," by Eunice Tietjens. Pp. 404. \$1.28. Chicago: Wheeler Publishing Co.

Here are two most attractive volumes; that they are so inexpensive is a triumph of publisher's philanthropy. The reading matter is interesting and well-written. The Burton Holmes illustrations are both artistic and informing, of course. One finds pleasure in these two volumes not merely at first blush; they bear rereading and the pictures are worth re-examination.

Offered as a fine quality of supplementary reader, the books will serve the better in the upper grades because manuals of teaching suggestions have been prepared in which are reading rates, comprehension tests, activities, and bibliographies.

REPRESENTATIVE PLAYS. By J. M. Barrie. With an introduction by William Lyon Phelps. New York: Charles Scribner's Sons. 1926. Pp. 439. \$1.60.

Pointing to courage as the dynamic quality in all Barrie's dramas, Professor Phelps comments: "His heroes and heroines have it; his villains do not. Maggie saves John Shand by courage; Crichton conquers an island and saves a family; the schoolroom on Quality Street contains more courage than a battlefield. . . ."

Six plays are included: "Quality Street," "The Admirable Crichton," "What Every Woman Knows," "Dear Brutus," "The Twelve-Pound Look," and "The Old Lady Shows Her Medals." Such a collection will meet a need of drama teachers, for Barrie's plays have heretofore been accessible only in separate volumes.

LITTLE BEAR STORIES. By Frances Margaret Fox. Chicago: Rand McNally Company. 1924. Pp. 178. 80 cents.

Teachers will find these tales of Little Bear good material to read to first graders absorbed in the tribulations of Goldilocks: third and fourth graders will read the stories for themselves with much pleasure.

QUATREVINGT-TREIZE. By Victor Hugo. New Edition, edited by James Boëlle. Vocabulary by Noëlia Dubrule. Boston: Ginn and Company. 1925. Pp. 339. \$1.00.

Quatrevingt-Treize is an episode of the insurrection of the people of La Vendée and Brittany against the First Republic. Although written after Hugo was seventy-five years of age, it lacks none of the vigor of his earlier work. It presents excellent pictures of the French Revolution. Purely as fiction, it ranks among his best work.

CONTES FACILES. Edited by Suzanne Roth. Boston: Allyn and Bacon. 1925. Pp. 235. 80 cents.

A collection of short stories adapted from Hugo, Coppée, and others. These are representative of French life, and especially feature inspiring heroic deeds. More than half the book is given to full vocabulary, notes, and exercises.

TRUE BEAR STORIES. By Joaquin Miller. Chicago: Rand McNally Co. 1925. Pp. 229. \$1.00.

This school edition of Joaquin Miller's book has all the charm of an adventure story, with the added value of scientific accuracy. An excellent supplementary reader for the upper grammar grades.

CUENTOS, ROMANCES, Y CANTARES. By A. M. Espinosa. Boston: Allyn and Bacon. 1925. P. 129. 80 cents.

A collection of Spanish popular tales, ballads, and songs, with conversational exercises, notes, and vocabulary. The author has not constructed these folk-tales or translated them from the English, but selected them from large folk-lore collections made by him from oral tradition in Spain, in 1920. The abundant drawings with which the book is illustrated are full of character.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

Thinking of the holidays past, students returned to the campus with visions of future vacations soon to be indulged in. The spring holiday has been an incentive for added effort on the part of the student body in their work. Examinations will be over at noon Friday, March 19, and the spring quarter will begin Tuesday morning, March 23.

Miss Edna Shaeffer, Miss Margaret Hoffman, and Miss Elizabeth Trappe attended the meeting of the Virginia Music Teachers Association, of which Miss Shaeffer was president, held during the week January 27 to 29, at Norfolk. Miss Myrtle Wilson attended a regional conference of the Federal Board of Vocational Education January 21-23, at Greensboro, North Carolina.

Mr. Albert P. Tutwiler, who was last year professor of romance languages at Emory and Henry College, is now occupying the same position at Harrisonburg during the absence of Miss Cleveland. Miss Cleveland is taking graduate work in French and English at the University of Virginia. Dr. John W. Wayland, a well-known member of the college faculty, is at present touring western United States. He